



California Department of Education

California School Recognition Program

2004 Distinguished Elementary School Application Package

What's Included: Instructions for Completing the Application

Application Components:

- Cover Page
- Section I
- Section II
- Section III



Available online at
www.cde.ca.gov/oep/csrp/

Due Dates:

Intention to Submit – Friday, November 14, 2003

Application – Friday, December 5, 2003 at 5:30 p.m.

Mail to:

Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814



Applications
will not be accepted
by e-mail or by fax.

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Deliver to:

Security Desk, Lobby
7:30 a.m. to 5:30 p.m.
California Department of Education
1430 N Street
Sacramento, CA 95814

Web site:

www.cde.ca.gov/oep/csrp/

Questions:

Awards Unit
916-319-0866



Instructions for Completing the Application

INTENTION TO SUBMIT

The “*Intention to Submit*” notification from schools will enable the California Department of Education (CDE) to validate eligibility, marshal resources based upon the anticipated number of applications, and screen potential competitors for unresolved legal compliance issues or discrimination complaints. Decisions regarding the eligibility of schools with unresolved compliance or complaint issues will be made by CDE on a case-by-case basis.

The “*Intention to Submit*” document is due by Friday, November 14, 2003. This document is available at the CSRP Web site and should be submitted online. A “*Confirmation of Receipt*” may be printed when your submission is complete.

APPLICATION DIRECTIONS

PAPER, SPACING AND FONTS—All responses must be printed on standard 8-1/2" by 11" *white paper*, single spaced, with 3/4" margins on right, left, top, and bottom. Use single spacing between lines. Do not use compressed type and make sure that the font style is optimally readable (11 point minimum).

SEQUENCE AND PAGINATION—Assemble the application as follows:

Cover page	p. 1
Section I:	
Collaborative Preparation of the Application	p. 2 (2a, if necessary)
Background and Demographic Data	pp. 3-6 (attachments* as noted)
Directions to Your School	p. 7
Section II:	
School Synopsis	p. 8 (maximum of one page)
Section III:	
School Programs and Processes - Questions 1-6	pp. 9-22 (maximum of 14 pages)

* Sequence attachments 2a, 4a, 5a-b, and 6a directly behind the corresponding numbered pages.

SPACE LIMITATIONS—Space limitations for the narrative sections will be strictly enforced. Please confine Section II - School Synopsis, to one page. The primary narrative responses, Section III - School Programs and Processes, may not exceed fourteen (14) pages. If a full page is not used for one question, that space may be used for another question.

It is acceptable and common to include color graphics, photos, etc., in the narrative. However, if a school adds pages or other attachments beyond those allowed in the application instructions, the additional pages and/or attachments will be removed before the readers evaluate the application.

COPIES—Each school is required to provide eight (8) copies of the entire Distinguished Elementary School Application (an original printed single-sided and an additional seven copies printed back-to-back). The original and copies must be stapled in the upper left-hand corner and submitted without decorative covers or bindings.

Instructions for Completing the Application

COVER PAGE—The cover page of the application must include the name of your school as it would be announced to the news media and engraved on your award plaque if your school is selected as a California Distinguished School. Current school contact information must be provided on this page.

The 14-digit CDS code is the official county-district-school code by which your school is referenced in all state databases. The CDS code may be found in the *2003 California Public School Directory*.

Note that the cover page for the application requires the signatures of the principal and the district superintendent (or an authorized designee). The people signing the document certify that they have reviewed the content of the application and certify that it is complete and accurate.

SECTION I

COLLABORATIVE PREPARATION OF THE APPLICATION—Principals are expected to invite a team of individuals who represent the entire school community—administrators, teachers, other school staff, students, families, business partners, and community representatives—to participate in the preparation of the application. Many of the questions will require reflection, research, discussion, and consensus among the team. Information about the development of the school narrative and who participated is required on page 2 of the application and is considered in scoring. If your school is selected as a statewide nominee, you should be prepared to invite a representative sample of the people listed to be interviewed by the review team in order to validate the application.

BACKGROUND AND DEMOGRAPHIC DATA—This section of the application is designed to provide the evaluator with accurate, up-to-date information about your school and the community it serves. This information includes: geographic location (urban, rural, etc.); numbers of students; the ethnic composition of your student population and languages spoken; students receiving special services; student discipline data; number of teachers, administrators, and classrooms; and school facilities. *Note that the application directs you to provide information from your most recent CBEDS submission, unless there have been significant changes in your student population since it was last reported.*

This information will provide the reader with a comprehensive context in which to evaluate the narrative description of your school's learning environment and educational programs. The scoring rubric used for evaluating applications specifically refers readers to this demographic data in some questions. A school will not be "penalized" if there are no (or very few) English learners or other special needs students present. Clearly describe your situation for the evaluator so there are no misunderstandings.

DIRECTIONS TO YOUR SCHOOL—The application requests that you provide travel directions to your school to be used by the site visit review team members if your school is selected as a statewide nominee. The site visit team will be scheduled by your county office of education and will typically include a combination of county office staff and educators from counties or school districts other than your own.

Instructions for Completing the Application

SECTION II

SCHOOL SYNOPSIS—Provide a brief, colorful description of your school that will highlight the main topics in Section III – School Programs and Processes. Summarize your strengths and accomplishments, focusing on what makes your school a unique and successful place. Omit testimonials about how much your school deserves the award. The evaluators will not rate this summary, but it will provide them with important background information for understanding your school.

Use space wisely, as you would for a news release. Limit your summary to one page and number it page “8”. Include the school name centered above your summary as well as the principal’s name and telephone number in the upper right-hand corner of the page. If your school is selected for honors, your *School Synopsis* will be made available to the news media upon request.

SECTION III

SCHOOL PROGRAMS AND PROCESSES—The overall framework of selection criteria for the California School Recognition Program is contained in the application questions and the corresponding pages of the scoring rubric. Each page of the scoring rubric presents quality statements with which to judge each of the application questions in Section III. The application questions are repeated at the top of each corresponding scoring rubric page. The criteria are organized into six categories:

- | | |
|--|--|
| 1. <i>Monitoring School Effectiveness</i> | 5. <i>Student Support Services</i> |
| 2. <i>Student Assessment</i> | 6. <i>School Culture and Engaging the School Community</i> |
| 3. <i>Curriculum and Instructional Practices</i> | |
| 4. <i>Professional Development</i> | |

FORMAT—Each response must be numbered and the question restated for the reader. However, when restating the questions, *it is not necessary to include the italicized examples*, and a smaller font may be used than is used in the body of the text. The prompts in italics that accompany the application questions are intended to guide responses. Pay special attention to any such italicized requests for information because evaluators will expect to find information directly related to these structured questions. Applications will not be rejected for minor deviations from the prescribed format. However, if such deviations make the application more difficult to read, they may place the application at a disadvantage with the evaluators.

ELEMENTS OF A STRONG RESPONSE—The application should accurately describe your school and the community it serves and reflect the school demographics described in Section I. The information will be subject to validation during a site visit if the school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that all parts of each question are answered (i.e., each area of the rubric is addressed). Include specific examples to support your responses. Provide a vivid, illustrative example or description for the evaluator to “picture” what happens at the school, why, who is involved, etc.—not generalized statements such as “we do that.” Restating the language in the rubric or including generalized statements will generate a rating of “two” on the four-point rubric.

Instructions for Completing the Application

The application questions consistently direct writers to “use school-specific examples and other evidence to support the description.” Such evidence may include, but is not limited to: statistics and other quantitative data; examples of how a program or activity operates; who does what; who was affected; and anecdotes, quotes, citations, etc. Quantitative data always strengthen responses—“Last school year, our volunteer logs documented that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z” presents far more information than “There is a high level of parent involvement.”

CROSS-REFERENCING—The school’s writing team will decide how much space to allocate to each response within the overall limitation of 14 pages. In order to make maximum use of limited space, do not repeat the same information for different questions. Because many of the questions are closely related, we recommend that you cross-reference to conserve space and avoid repetition. However, you should address the question clearly before referring to additional information in related questions and specify its location for the evaluator. Many evaluators are unwilling to spend a substantial amount of time “searching” through an application for evidence not contained in a response or reference.

EDITING—A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There must be schoolwide input, written by a collaborative group, but the final application should speak to the reader with a “single voice.” The quality of the written presentation influences the reviewers’ assessment. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that: 1) all questions have been fully and accurately answered; 2) formatting of the application complies with the technical specifications; 3) photocopying has not resulted in missing or non-sequential pages; and, 4) that shipment of all eight copies occurs according to the prescribed timeline.

SUBMITTING THE APPLICATION—The 2004 Distinguished Elementary School application must be received at CDE by 5:30 PM on Friday, December 5. *The application cannot be accepted by e-mail or by fax.* We recommend that you send the application package by registered mail, overnight express service, or another method that allows the package to be tracked in the event it goes astray during mailing. The mailing address is listed below:

Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814

For schools that prefer to hand-carry their applications to CDE, the security desk on the first floor of the Education Building is accessible between the hours of 7:30 AM and 5:30 PM. A special bin will be designated for Distinguished Elementary School Application drop-off the week of December 1. Directions and suggestions for parking are posted on the CSRP Web site at www.cde.ca.gov/ope/csrp/

Instructions for Completing the Application

PRELIMINARY REVIEW AND CONFIRMATION OF APPLICATIONS—Applications will be screened for completeness by the California School Recognition Program staff. If covers, attachments, or additional pages of narrative are added beyond those specified, the additional pages and/or attachments will be removed before the evaluators read the application.

The CSRP office will not be confirming the receipt of your application. However, we will contact you if additional information is needed or if the format is unacceptable. ***It is extremely important for you to designate an alternate contact person and corresponding phone number on the application cover page. As necessary, CDE will resolve problems with applications during winter break.***



California Department of Education

California School Recognition Program

2004 Distinguished Elementary School Application

CDS Code

County Name

District Name

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

Mailing Address

City & Zip Code

Area Code & Phone Number

Ext.

Area Code & Fax Number

Principal's E-mail Address

Winter Break Alternate Contact Name

Area Code & Phone Number

Ext.



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that the Office of Civil Rights (OCR) does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school and that there are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

Principal's Name *(please print)*

Principal's Signature

Date

District Superintendent's Name *(please print)*

District Superintendent's Signature
(or authorized designee)

Date

Section I – Collaborative Preparation of the Application

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, families, business partners, and community representatives) should be involved in the preparation of the application. Include the individuals, and their titles, who were involved in the preparation of the application, listing the primary author/editor first. If necessary, add an additional page and please label your attachment as “2a.”

[illegible]

If your school is selected to receive a site visit, the review team will expect some of these school community members to participate in site visit interviews and to be familiar with the contents of the application.

Section I – Background and Demographic Data

DISTRICT INFORMATION

1. Total number of students (K–12) enrolled in the district: _____
2. Number of schools in the district:
Elementary _____ Middle _____ High _____ Other _____ Total _____

SCHOOL INFORMATION

1. Which category best describes the community where your school is located?
☐ Urban or large central city ☐ Suburban with characteristics typical of an urban school
☐ Suburban ☐ Small city or town in a rural area ☐ Rural
2. When was your school built? _____
Date(s) of any major renovation or improvements: _____
Briefly describe the nature of the renovation/improvement(s) if applicable.
3. What is your school calendar? ☐ Traditional ☐ Year-round
4. Is your school a charter school? ☐ Yes ☐ No
5. Is your school a magnet school? ☐ Yes ☐ No

If yes, indicate the percent of your school's student population coming from outside the school's traditional attendance area. _____%

Please provide a brief description.

Section I – Background and Demographic Data

6. Number of classrooms that a site visit team would observe if your school is selected as a statewide nominee:

Regular _____	English learners _____
Science lab _____	Special Day Class _____
Computer lab _____	Resource Specialist Program _____
Art, drama, or music _____	Other (<i>specify</i>) _____
	Total classrooms _____

7. Number of years present administrative leadership staff have been at your school:

Principal _____ Assistant/VicePrincipal _____ Other _____

8. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	_____	_____
Classroom teachers (Credentialed)	_____	_____
Classroom teachers (Waivers)	_____	_____
Resource teacher/specialists (Credentialed)	_____	_____
Resource teacher/specialists (Waivers)	_____	_____
Counselors	_____	_____
Credentialed librarians	_____	_____
Technology/media technicians	_____	_____
Nurses	_____	_____
Psychologists	_____	_____
Paraprofessionals(classroom aides, health care staff, etc.)	_____	_____
Support staff (security, yard duty, maintenance, cooks, and other classified employees)	_____	_____
Other (<i>specify</i>) _____	_____	_____
Total staff	_____	_____

9. Previous California Distinguished School: ☐ Yes ☐ No Year(s): _____
 Previous National Blue Ribbon School: ☐ Yes ☐ No Year(s): _____

10. Describe any research projects, grant awards, articles, and special awards of which your school has been the subject or recipient in the last five years. Attach an additional page and please label your attachment as page "4a."

Section I – Background and Demographic Data

STUDENT INFORMATION

1. Number of students currently enrolled at each grade level or its equivalent in your school:

Pre-K	_____	K	_____	1 st	_____	2 nd	_____	3 rd	_____
4 th	_____	5 th	_____	6 th	_____	7 th	_____	8 th	_____
								Total	_____

2. Percent of students by racial/ethnic group as reported on the most recent CBEDS:

American Indian or Alaska Native	_____ %	Hispanic or Latino	_____ %
Asian	_____ %	African American	_____ %
Pacific Islander	_____ %	White (not Hispanic)	_____ %
Filipino	_____ %	Multiple or no response	_____ %
		Total	<u>100</u> %

3. Languages spoken and number of EL and fluent-English-proficient (FEP) students for each as reported on the most recent Form R-30LC (Language Census):

<u>Primary Language</u>	<u>Number of Students</u>	<u>Primary Language</u>	<u>Number of Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If necessary, attach an additional page and please label your attachment as page “5a”.

4. Students identified for special education services: _____ %
 _____ Number served

If there are special education students (with IEPs) who attend your school from other areas within the district or county, if your special education students are served at another site, or if there are any other special circumstances, please provide a brief explanation. Attach an additional page and label your attachment as page “5b.” Include reference to this issue in your response to *Question 5 - SUPPORT FOR STUDENT LEARNING: Student Support Services*.

Section I – Background and Demographic Data

5. Absentee rate (if available) of all students in your school for the 2002-03 school year: ____%.
Provide a brief description of how your school's absentee rate is calculated.

6. Number of students suspended and expelled for the 2002-03 school year:

	<u>In-School</u>	<u>Out-of-School</u>	<u>Total</u>
Number of students suspended	_____	_____	_____
Number of days of suspension	_____	_____	_____
Number of students expelled			_____

Provide a brief description of how your school's suspension/expulsion data are used to provide interventions for students. Include reference to this information in your response to *Question 6 - SUPPORT FOR STUDENT LEARNING: School Culture and Engaging the School Community*.

INSTRUCTIONAL MATERIALS INFORMATION

1. Attach a list of State Board of Education-adopted core and supplemental instructional materials for each grade level in English-language arts and math. Please label your attachment as page "6a."

Section I – Directions to Your School

If your school is selected to receive a site visit, the review team members will need directions to your school.

County _____

District _____

School _____

Street Address _____

City & Zip Code _____

Principal _____

Area Code & Phone Number _____

Ext. _____

Name and Location of the Nearest Airport _____

Major Freeway Access _____

Detailed travel directions indicating the surface streets that lead to your school:

Section II – School Synopses

< Principal's Name Here >

< Phone Number Here >

< School Name Here >

Instructions: Provide a brief, colorful description of your school that will highlight the main topics in Section III – School Programs and Processes. Summarize your strengths and accomplishments, focusing on what makes your school a unique and successful place. Omit testimonials about how much your school deserves the award. The evaluators will not rate this summary, but it will provide them with important background information for understanding your school.

< Please delete the instructions above to allow more space for your response. >

< Text Here - minimum of 11 point >

Section III – School Programs and Processes

Instructions: Your responses to the following questions should accurately describe your school and the community it serves and reflect the school demographics described in Section I. Please refer to the *Instructions for Completing the Application* for further specifications.

< Please delete the instructions above to allow more space for your responses. >

1. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Monitoring School Effectiveness

How does your school community collaborate to reach consensus on what all students should know and be able to do upon leaving elementary school? How are teachers, paraprofessionals, parents, community members, and others involved in this process? How are the school and district implementing state academic and other content standards? How do the school and district evaluate student assessment data to revise the school's yearly plan for continuing reform and renewal? *Important references include the Single Plan for Student Achievement and the Local Education Agency Plan (LEAP).* How are results of student assessment data communicated to parents, including those not fluent in English, and to the community, in addition to the School Accountability Report Card? *Statewide measures include: Adequate Yearly Progress (AYP), the Academic Performance Index (API), the Standardized Testing and Reporting (STAR) system (California Achievement Test, 6th Edition and California Standards Tests), and the California English Language Development Test (CELDT).* *Local outcomes should include data from standards-based benchmark assessments for district-defined priorities.*

2. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Student Assessment

How does the school use state, district, school, and classroom student assessment information throughout the school year to improve student achievement of proficiency in content standards? How does the school monitor and report students' progress toward meeting standards, both schoolwide as well as for individual students? How do teachers use assessment information, including standards-aligned curriculum-embedded assessments, to plan, modify, and strategically target curriculum and instruction, including homework, to students' needs? How does technology facilitate the use of student assessment information in analysis of student progress and decision-making by teachers and the principal? What examples in English-language arts (ELA) and mathematics illustrate how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies that contributed to improved student achievement? How are school staff involved in the reporting, notification, and interpretation of student assessment results and progress toward achieving standards to parents and the community (including those not proficient in English)? *Assessment methods may include, but should not be limited to: writing samples, teacher and student evaluation of student work (rubrics, project scoring guides, portfolios, grades); district-developed assessments, criterion-referenced assessments, standards-aligned curriculum-embedded assessments, and other assessments linked to instructional materials; and, publishers' standardized norm-referenced tests.*

Section III – School Programs and Processes

3. ACADEMIC EXCELLENCE: Curriculum and Instructional Practices

How does the school make sure it provides every student with a comprehensive core curriculum and instruction that is aligned to content standards and articulated across grade levels and with pre-Kindergarten, middle school, and after-school programs? How does the school work with local entities to address pre-K school readiness issues? How is curriculum aligned or being aligned to local and state standards? How do teachers work together to assess student work and plan and modify curriculum and instruction, including homework? How are additional services identified and provided to meet student academic needs? How do teams of teachers design and implement standards-aligned thematic units of instruction that are also based upon state-adopted instructional materials? How are all students provided with a variety of challenging learning experiences including service learning experiences? What are examples that illustrate the use of standards-aligned instructional materials and standards-based strategies in ELA and math in the primary and in the intermediate grades at the school? How is the school involved in the selection of aligned, standards-based instructional materials, and are all students provided with those materials? How do library media resources and services and technology support standards-based classroom instruction and contribute to improved student achievement (*include the number/ types of technology tools, frequency of usage, population of users, use of the Internet, print/media circulation, etc.*)? What is the school's plan for technology use at the school site and the ongoing process of integrating technology into the total school program? How does high quality technology support student instruction and the cultivation of technology literacy? What is the extent of electronic networking infrastructure throughout the site and beyond? **NOTE: THIS QUESTION WILL BE WEIGHTED DOUBLE IN THE SCORING PROCESS.**

4. ACADEMIC EXCELLENCE: Professional Development

How does professional development prepare all teachers, administrators, and other staff to help students achieve local and state standards through effective standards-based lessons in all curricular areas, particularly in ELA and math? How are staff development and professional collaboration aligned with standards-based instructional materials? How does the school coordinate a variety of funding sources to provide training? How does professional development enhance the understanding of student developmental needs? How are professional development programs selected and evaluated? How does the school incorporate scientifically based research into professional development activities to improve student academic achievement? How is teacher professionalism supported and what opportunities are available for teachers to collaborate, broaden their knowledge, and participate in decision-making? What professional development is provided for other school personnel and families? How are new teachers selected and supported? What opportunities are available for teachers to articulate with teachers from other grade levels, pre-K and middle

Section III – School Programs and Processes

school? *Professional development activities should reflect awareness of: Designs for Learning, the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs, Elementary Makes the Grade!, and First Class. Discussion may also include, but is not limited to: AB 466 and AB 75 training; leadership academies; subject matter projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; teacher education institutes; and peer assistance and review.*

5. SUPPORT FOR STUDENT LEARNING: Student Support Services

How does your school's learning support system provide comprehensive student support services for all students? How does the school ensure a safe and secure learning environment and support student health, including programs and partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime, and violence? How does the coordination of services support the physical, mental, and social/emotional health of students? How are students at-risk and with special needs identified and assessed at your school? What programs and strategies do you use to ensure access to and success in the regular curriculum for these students? How does the school staff assist students with disabilities to achieve their Individualized Education Plan (IEP) goals, to progress in the regular curriculum, and to be educated with non-disabled students? What programs and strategies are used by the school to facilitate the acquisition of English by English learners (ELs), including English language development (ELD)? How are extended learning activities used to support students at-risk and with special needs? *Students at-risk and with special needs include, but are not limited to: gifted and talented students; English learners; students from culturally and ethnically diverse families; transient students; students not achieving their identified learning potential; students with attendance problems, discipline problems, family-related issues, health-related issues, and nutrition-related issues; students with mobility/transfer issues; and students receiving special education services.*

6. SUPPORT FOR STUDENT LEARNING: School Culture and Engaging the School Community

How does the culture of the school support student success in achieving standards? How does the school support the developmental characteristics of elementary students? How does the culture of the school promote positive character traits and good citizenship and support non-violent conflict resolution? How does the school engage families and the community to support student learning and become collaborative partners in the education of their children? What opportunities do students have to provide service to their communities and to engage in service learning experiences? How do partnerships with the school support and expand student learning, strengthen the curriculum, and develop student awareness of the connection between school and careers? How does the school's physical environment provide an exemplary learning environment? *Community partnerships may include, but are not limited to: other elementary schools, pre-schools, middle and high schools; colleges, universities and other post-secondary institutions; networks (e.g., CA Technology Project (CTAP), CA Learning Resources Network (CLRN), CA Statewide Agreements for Resources in Technology (C-SMART), Technology Information Center for Administrative Leadership (TICAL), etc.); community agencies; law enforcement; service and fraternal organizations; associations and clubs; businesses and industries; labor; government agencies (e.g., state and federal forestry,*

Section III – School Programs and Processes

*wildlife and agricultural agencies, Bureau of Land Management, CalTrans, National Weather Service, etc.); faith-based organizations; and, other entities unique to the area. **NOTE:** Service-learning strategies teach the academic curriculum through assessing and meeting community needs, using youth voice, and allowing time for reflection. Activities can include school-community gardening, buddy reading, intergenerational mentoring, recycling, etc.*